Teachers should not have to set aside good instruction in order to prepare students to take a test. Instead, good instruction itself should be the very best preparation. Assessment tasks that support instruction should resemble real learning tasks and be meaningful to students.

Adapted from *Model Competency-Based Mathematics Program*, Ohio Department of Education, Division of Elementary and Secondary Education, page 3

1

I taught my dog Spot how to whistle.

I don't hear him whistling.

I said I taught him; I didn't say he learned it.

It is assessment that helps us know the difference between teaching and learning.

NRT Assessment

This is a test! (Assessment is a codeword for test.)

Take out the Door Prize paper on bright green paper.

This is an independent exercise – no cheating.

There will be five questions on the next slide.   You will have one minute to record your answers on the paper.

Ready?

3

NRT Assessment

1. What does a NPR score of 56 mean?

2. If 3 students have NPR scores of 20, 50, and 80, what is their average NPR score?

3. What score(s) are the best measures of growth?

4. How many stanines are there?

5. Extra credit: Mahatma Gandhi, as you know, walked barefoot most of the time, which produced an impressive set of calluses on his feet. He also ate very little, which made him rather frail and with his odd diet, he suffered from bad breath.   What did that make him?

4

NRT Assessment

1. What does a NPR score of 56 mean?

An NPR score of 56 means this student did as well or better than 56 % of the students who took the test during the standardization.

5

NRT Assessment

2. If 3 students have NPR scores of 20, 50, and 80, what is their average NPR score?

First – you should not calculate group averages for small groups, usually less than 10 is not recommended.

Second – NRP scores are not equal-interval scores and should not be added, subtracted, multiplied, or divided. You need to use NCE's to get group averages.

6

NRT Assessment

3. What score(s) are the best measures of growth?

Scale Scores and Normal Curve Equivalents are the best measures of growth.

NRT Assessment

4. How many stanines are there?

Nine.

Bonus question!

Is it easier to show progress with NCE's, Stanines, or NCLB performance levels?

NRT Assessment

5. Extra credit:

Mahatma Gandhi, as you know, walked barefoot most of the time, which produced an impressive set of calluses on his feet. He also ate very little, which made him rather frail and with his odd diet, he suffered from bad breath.   What did that make him?

    This made him a super calloused
    fragile mystic hexed by halitosis.

NRT Assessment

Following are copies of the Student Report and the Group Report that districts received from the SAT 10 part of the Dakota STEP.

If you have further questions about the data contained on them, please note them on the Door Prize paper and I will follow up on those questions after the last workshop session this week.

Slide 1

Abbreviated

STANFORD (ACHIEVEMENT TEST SERIES TENTH EDITION)
with Otis-Lennon School Ability Test®, Eighth Edition

Student Report | BILL VERA

National Comparison

SCHOOL: JEFFERSON ELEMENTARY - 0000131
DISTRICT: JEFFERSON SD TD
GRADE: 06
TEST DATE: 03/04
AGE: UNKNOWN
STUDENT NO.: 777777777
OTHER INFO: 2222222222

About This Student's Performance:

Bill recently took the *Stanford Achievement Test, Tenth Edition* (Stanford 10). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The narratives below describe what each subtest measures and this student's performance in that subject area. Also included are some suggested activities designed to engage this student as you work together toward continued academic development.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	AAC Range	National Grade Percentile Bands
Total Reading	50	38	669	58-5	54.3	LOW	
Reading Vocabulary	20	15	667	48-5	48.9	LOW	
Reading Comprehension	30	23	671	64-6	57.5	LOW	
Total Mathematics	50	38	691	81-7	68.5	MIDDLE	
Mathematics Problem Solving	30	23	689	81-7	68.5	MIDDLE	
Mathematics Procedures	20	15	695	78-7	66.3	MIDDLE	
Language	30	23	665	82-7	69.3	MIDDLE	
Prewriting	8	8	708	93-8	81.1	HIGH	
Composing	11	9	688	91-8	78.2	HIGH	
Editing	11	6	620	45-5	47.4	LOW	
Science	30	23	676	81-7	68.5	MIDDLE	
Social Science	30	23	679	82-7	69.3	MIDDLE	
Partial Battery	130	99	NA	72-6	62.1	MIDDLE	
Total Battery	190	145	NA	75-6	64.0	MIDDLE	

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Age NCE	Scaled Score	National Grade Percentile Bands
Total	72	54	NA#	NA#	NA#	672	
Verbal	36	25	NA#	NA#	NA#	663	
Nonverbal	36	29	NA#	NA#	NA#	681	

READING The Reading subtests measure reading skills such as relating word sounds and spellings, determining word meanings and synonyms, as well as the understanding, interpretation, and analysis of literary, informational, and functional reading selections. Bill's score is in the Average range for the grade. Print the names of common household objects on small pieces of paper and attach them to the objects. Label such things as bed, chair, table, door, etc. Read him with your child often. Leave the labels up for several weeks so your child will see them every day.

MATHEMATICS The Mathematics subtests measure problem-solving skills involving number sense, operations, patterns and algebra, data and probability, geometry, and measurement concepts. Also measured is the student's fluency with arithmetic operations involving whole numbers, decimals, and fractions. Bill's score is in the Above Average range for the grade. Use library resources to explore Internet sites related to mathematics. Explore mathematics-related activities in everyday life. Ask if your school offers enriched mathematics studies. Discuss roles played by characters in activities you do together. Use home projects to investigate relationships between units used to measure length, area, and volume.

LANGUAGE The Language subtest measures the student's application of the language principles that form effective writing in the familiar context of writing for a school assignment. These principles of effective writing include Prewriting, Composition and Organization, and Mechanics, such as capitalization and punctuation. Bill's score is in the Above Average range for the grade. Congratulations! Encourage your student to write stories and poems that have one or more themes. Help your student create a special book of these writings by helping to decorate or bind the book.

SCIENCE The Science subtest measures the student's understanding of life science, Earth science, physical science, and the nature of science. Also measured is the student's ability to analyze evidence and models, recognize patterns, and compare the forms and functions of organisms. Bill's score is in the Above Average range for the grade. Provide opportunities for your student to actively investigate living and non-living systems using household materials. Encourage your student to read children's science books and magazines to learn more.

SOCIAL SCIENCE The Social Science subtest measures the student's achievement in the areas of history, geography, political science, and economics. Also assessed is the student's ability to apply that knowledge and analyze new information. Bill's score is in the Above Average range for the grade. Share and discuss the news headlines with your student. Encourage him or her to locate places on a globe or map where news occurs. Encourage your student to read informational, biographical, or historical fiction books.

STANFORD LEVEL/FORM: INTERMEDIATE 3/D
2002 NORMS: Spring National
OLSAT LEVEL/FORM: F/S
2002 NORMS: Spring National
Scores based on normal models copyright © 2003 by Harcourt Assessment, Inc. All rights reserved.
COPY 01
PROCESS NO. 1060027-1411S2-02EK-00189-1

Slide 2

Abbreviated

STANFORD (ACHIEVEMENT TEST SERIES TENTH EDITION)

Group Report | NO NAME GIVEN

National Comparison

SCHOOL: JEFFERSON ELEMENTARY - 0000131
DISTRICT: JEFFERSON SD TD
GRADE: 05
TEST DATE: 03/04

About This Group's Performance:

This group recently took the *Stanford Achievement Test, Tenth Edition* (Stanford 10). This test is one measure of their achievement. This report describes the performance of the typical student in this group compared to students in the same grade across the nation. The Battery scores provide an overall indication of this group's performance. The typical student in this group scored in the lower range for the grade, which means that group performance was Below Average. The chart below shows this group's performance in each subject area tested.

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	National Grade Percentile Ranks
Total Reading	1	15.0	583	5-2	15.4	
Reading Vocabulary	1	3.0	542	1-1	1.0	
Reading Comprehension	1	12.0	608	22-3	33.7	
Total Mathematics	1	16.0	599	12-3	25.3	
Mathematics Problem Solving	1	7.0	579	4-2	13.1	
Mathematics Procedures	1	9.0	625	33-4	40.7	
Language	1	13.0	604	32-4	40.2	
Prewriting	1	3.0	588	19-3	31.5	
Composing	1	4.0	604	34-4	41.3	
Editing	1	6.0	615	45-5	47.4	
Science	1	9.0	597	12-3	25.3	
Social Science	1	7.0	567	5-2	15.4	
Partial Battery	1	44.0	NA	12-3	25.7	
Total Battery	1	60.0	NA	11-3	24.2	